RtI²

Culturally and Linguistically Responsive RtI²
PLANNING FORM

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CONSORTIUM

Protocol for Gathering Data Along Seven Integral Factors

Protocol for Gathering Data Along Seven Integral Factors	
Integral Factors	**Examples of Data**
Learning Environment Factors	
Academic Achievement & Instructional Factors	
Oral Language & Literacy Factors	

Personal & Family Factors	
Physical & Psychological Factors	
Previous Schooling Factors	
Cross-Cultural Factors (*Note: cross-cultural considerations must be taken into account within all of the above integral factors)	

Note: This data should be collected in students' home languages and English, to the greatest extent possible.

Adapted from Hamayan, Marler, Sanchez-Lopez & Damico (2013)

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Guiding Questions for Solution-Seeking Teams

1. Learning Environment

School Staff	• What percentage of content teachers have a minimum of an add-on bilingual or ELL certification? • What staff members (e.g., teachers, administrators, and related services personnel) are already knowledgeable about the process of acquiring a second or additional language? • What kinds of opportunities do all staff have for ongoing professional development in delivering culturally and linguistically responsive pedagogy? • What opportunities do classroom teachers have to coordinate with ESL/Bilingual teachers?

Services & Resources	• What do the services (e.g., special education, guidance counseling, school psychology, speech and language, O.T., P.T.) and resources (i.e., human, material, physical) provided to ELLs look like compared to those provided for all students?
	• What kinds of learning materials (e.g., curricula, reading materials, classroom posters, etc.) presently used in your school are culturally and linguistically responsive?
	• How cohesive and consistent is the programming that ELLs receive across classes?
	    • What are ways that general education teachers and special education teachers support ELLs linguistically (listening, speaking, reading and writing) during content area instruction?
	    • What are ways that general education teachers differentiate instruction according to ELLs' English language proficiency levels?
	    • What are ways that resource teachers such as ELL and special education teachers support differentiated classroom instruction?
	    • What opportunities have teachers of ELLs had to learn about the language students are able to understand and produce at different English language proficiency levels?
	• What structures are in place (e.g., professional learning communities, common planning time, grade level team meetings) that allow for collaboration among educators?
	    • How often do classroom teachers (e.g., ESL/Bilingual, general education, special education) and student services personnel have the opportunity to collaborate with one another to address a range of diverse student needs?

Service Delivery Models	• How have we ensured that ELLs are receiving appropriate language support? • What evidence is there that the systems in place provide sufficient data to show student achievement at multiple levels (e.g., school-level, grade-level, classroom-level, specific groups of students, individual students)? • What qualitative and quantitative data are shared with staff at these levels?

Role of Home Language	• What evidence is there that staff value ELLs' home languages and support multilingualism?
	    • What are some examples of ways that school staff have elevated the prestige of students' home languages (e.g., displayed in the classroom through language walls, posters, books)?
	    • How often are students given the opportunity to preview (think about, discuss, research, etc.) material or concepts in their home language in the classroom?

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Role of Home Culture	• What district/school policies have been developed or changed to be more sensitive to the cultures of students and their families? • How have school staff incorporated the diverse experiences of students into the curriculum? • What school /district initiatives reflect students' cultural and ethnic backgrounds and view them as resources and strengths that add to the richness of the school community? • What are some professional development opportunities that have helped educators become more aware of the cultural differences that may explain ELL students' forms of communication and behavior?

Role of Instruction & Assessment	• Describe the types of language services ELL students receive.
	     • What student data support the effectiveness of these services?
	     • What student data show ELLs' academic achievement and linguistic progress?
	 • What opportunities do students have to practice and show what they know in multiple modalities?
	 • What opportunities do students have to practice and show what they know in each of their languages across contexts?
	 • To what extent are staff aware of the anxiety ELL students may experience when learning a new language?
	     • To what extent are students allowed to show what they know orally and in writing in all of their languages?
	 • How well is the school progressing in promoting a balanced assessment system in which both instructional assessment and summative, large-scale assessment methods are utilized?
	 • What assessment methods do staff use to measure ELLs' content knowledge rather than their English language proficiency?
	     • What evidence is there that language is not serving as a barrier to content assessments?
	 • What discussions have staff had around the potential limitations of standardized assessment tools that are not standardized on diverse populations?
	 • To what extent do teachers attend to language for all students in design, planning, delivery, and assessment?

Potential Areas for Improvement:

Adapted from Hamayan, Marler, Sanchez-Lopez & Damico (2013)

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2. Academic Achievement and Instruction

- How well are multidisciplinary staff (e.g., ESL/Bilingual, reading specialists, general education teachers, etc.) integrated into solution-seeking meetings?

- How well do staff distinguish the difference between social/instructional language and academic language when discussing ELLs' performance in school?

- What opportunities for collaboration are provided for staff to integrate academic language and literacy instruction into content lessons?

- How consistently do all staff integrate language and content objectives into content area instruction?

- What professional development have all staff received on understanding ELLs' English language proficiency levels (i.e., oral language composite scores, literacy composite score, and scores for each of the four language domains)?

- What opportunities do teachers have to learn about the particular contexts that present the most challenges for ELLs?

- What opportunities do teachers have to learn about the particular contexts in which ELLs seem to flourish?
  - What opportunities do all educators have to learn about the strategies that teachers in these effective learning environments use?

Potential Areas for Improvement:

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3. Oral Language and Literacy

Oral Language Development

First Language Acquisition	• What information do educators have about ELLs' linguistic development (from birth to age 5) in their home language?
	   • Is there evidence that the student experienced any developmental delays?
	   • Is there evidence that the student's language development progressed at a typical rate before entering school?

Acquisition of a Second or Additional Language	• How much do educators know about the amount of exposure to English ELLs received prior to entering their school/district?
	   • Which students are simultaneous bilinguals? Which students are sequential bilinguals?
	   • How much exposure have ELLs had to either/both social and academic language?
	• Have teachers had the opportunity to learn about the similarities and differences between students' native languages and English?
	• Have teachers had the opportunity to learn about how students' temperament may impact the second (or additional) language acquisition process?
	• Have teachers had the opportunity to learn that typical language development can occur at different rates for each language domain (listening, speaking, reading, and writing)?
	• What opportunities have teachers had to learn that students' language proficiency can vary depending on the affective environment of the classroom?

Literacy Factors

Literacy in English	• How do teachers create a meaningful context for ELLs during literacy instruction in English (rather than teaching literacy skills in isolation)? • How do teachers help students connect their personal experiences to the reading material? • How do teachers help students develop the language and vocabulary students need in order to recognize and comprehend what they are reading in English?
Social Literacy & Academic Literacy	• What are ways that school staff encourage students to develop social literacy in both their home language(s) and in English? • What are ways that school staff encourage students to develop academic literacy in both their native language(s) and in English?
Reinforcing Literacy at Home	• What programs do schools/districts have in place to work with public libraries and the school library to increase the number of books, magazines, and movies in the languages of the school community? • What programs do schools/districts have in place to work collaboratively with public libraries to assist ELL students and their families in obtaining library cards? • How often do educators request the help of older ELLs to read with younger ELLs in both their home languages and in English? • How often are ELLs provided opportunities to create dual language texts and stories with the help of older ELL students, students' families, and community members?

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4. Personal and Family

- What are ways that educators actively seek to learn about their ELL students and their families?
  - What are ways that educators seek to learn about ELL students':
    - Interests?
    - Experiences?
    - Talents?
    - Aspirations?

- What are ways that educators learn about:
  - The aspirations that the families of ELLs have for their children and work to support these goals?
  - The customs of the families of their ELL students?

- What opportunities are there for parents from diverse cultures to participate in school initiatives?

- What are ways that educators work collaboratively with ELLs' families to determine a way to communicate and support one another?

- What are ways that educators learn about the strengths that ELL families bring with them?

- Which extracurricular activities reflect ELL students' interests?

- How accessible are extracurricular activities to ELL students and their families?

Potential Areas for Improvement:

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5. Physical and Psychological

Screening	- How do schools/districts screen for: - Disease or medical conditions? - Dental, vision, and hearing? - Nutrition and access to food? - Access to treatment for health conditions? - Mental health and well-being (e.g., anxiety, depression, etc.)?
School Staff	- What has the school/district done to create environments where ELLs feel comfortable speaking with school staff about their physical and social-emotional needs? - What systems are in place to make interpreters and/or cultural brokers available to interview students' families about students' physical and psychological needs? - What have schools/districts done to increase access to bilingual student services personnel (e.g., social workers, guidance counselors, nurses, school psychologists)? - What systems/ resources are in place for schools/districts to gather information / assess ELLs in their home languages?
Social-Emotional Wellbeing	- How aware are staff of ELL students' levels of acculturation? - How aware are staff of the stress some ELL students experience associated with negotiating differences between their home and school culture? - What systems are in place for schools to survey staff, students, and parents to gain a sense of the school climate? - What do staff know about ELL students' comfort level speaking, reading, or writing in English: - In the presence of large groups? - In the presence of small groups? - With friends? - With teachers and other school staff? - What class-wide social-emotional curricula have schools implemented to build student competencies in the areas of: - regulating emotions? - establishing positive relationships? - making responsible decisions? - building self-awareness and self-esteem? - resolving conflicts constructively? - What type of small groups do schools offer for students in need of additional social-emotional or behavioral support?

Potential Areas for Improvement:

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6. Previous Schooling

- What information have educators / administrators gathered about ELL students' previous schooling experiences?

- Do educators have access to transcripts from students' previous schools?

- What information has been gathered on:
  - The courses students took?
  - The language(s) of instruction?
  - Attendance patterns?
  - The teaching philosophy of previous schooling?

- Describe the types of language supports students received previously in other U.S. schools (e.g., cohesive/integrated vs. inconsistent).

- What apprenticeships or community-based education programs did the student participate in?

Potential Areas for Improvement:

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7. Cross-Cultural Considerations

• How do educators consider the linguistic and cultural contexts when examining ELL students' performance?

• How often do ELL students see themselves, their historical and cultural perspectives, and languages reflected in the curriculum?
    • How often do schools/districts examine the images, resources, strategies, activities, and materials used in instruction to see if they reflect the experiences and backgrounds of the diverse student body?
    • How often are students and other community members invited and encouraged to share their perspectives on the cultural and linguistic responsiveness of the curriculum and school environment?

• What ongoing professional development opportunities have school/district leaders provided (i.e., time and materials) to assist all teachers in producing units of study that reflect the diverse experiences of their students?
    • How do the topics of these professional development opportunities reflect needs identified by staff?

Potential Areas for Improvement:

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Goal-Setting for Solution-Seeking Teams

	Identify existing resources that can be used to support goal attainment	List the action steps to accomplish the goal (Who? What? Timeline?)	Evaluate goal attainment (How will you know if the goal is achieved?)
Goal #	Human: Physical: Material:		
Goal #	Human: Physical: Material:		

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Goal: _____

Identify existing resources that can be used to support goal achievement

- Human:
- Physical:
- Material:

Create action steps to accomplish the goal

Action Steps	Who is involved?	Timeline?	How will we evaluate goal attainment?	Was the action step accomplished? Y/N
1)				
2)				
3)				
4)				
5)				

Evaluate goal attainment

- What concrete criteria will be used to determine whether the goal is attained?
- Was the goal met?
    - ❏ Yes
    - ❏ No (What worked and what didn't work with the plan?)
- What should we do next?
    - ❏ Revise the action steps
    - ❏ Continue with the current plan
    - ❏ Pick a new focus

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